

2.1992-252

University of Alberta Library



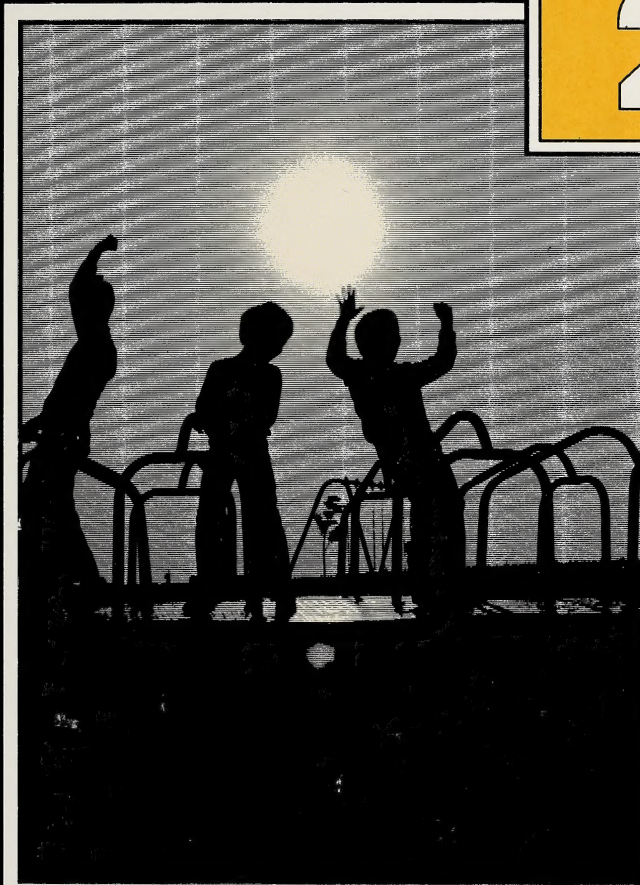
0 1620 3537246 3

LANGUAGE LEARNING

LEVEL 5

MODULE

2




You and Me



Distance
Learning

Alberta
EDUCATION



Digitized by the Internet Archive
in 2017 with funding from
University of Alberta Libraries

<https://archive.org/details/languagelearning02albe>

CANADIANA

MAY 21 1992

Language Learning Level 5

Module 2

YOU AND ME

Language Learning Level 5
Student Module
Module 2
You and Me
Alberta Distance Learning Centre
ISBN No. 0-7741-0383-3

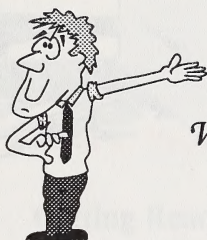
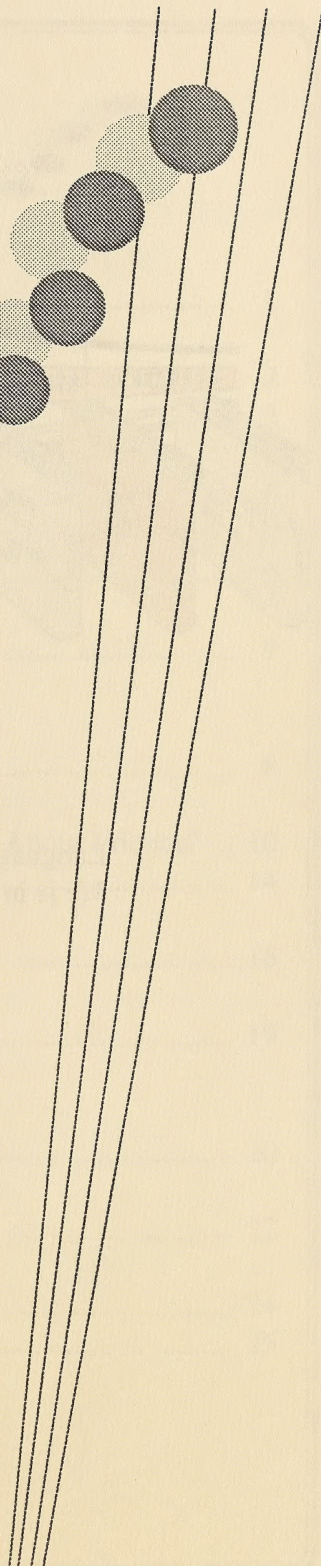
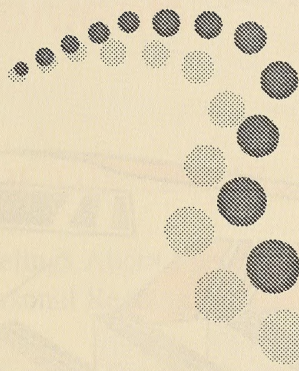
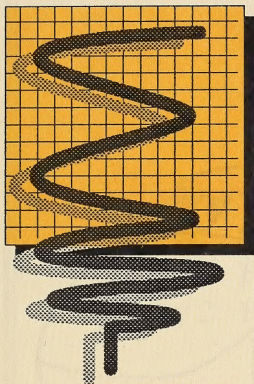
ALL RIGHTS RESERVED

Copyright © 1992, the Crown in Right of Alberta, as represented by the Minister of Education, Alberta Education, 11160 Jasper Avenue, Edmonton, Alberta, T5K 0L2.

All rights reserved. Additional copies may be obtained from the Learning Resources Distributing Centre.

No part of this courseware may be reproduced in any form including photocopying (unless otherwise indicated) without the written permission of Alberta Education.

Every effort has been made both to provide proper acknowledgement of the original source and to comply with copyright law. If cases are identified where this has not been done, please notify Alberta Education so appropriate corrective action can be taken.



Welcome to Module 2

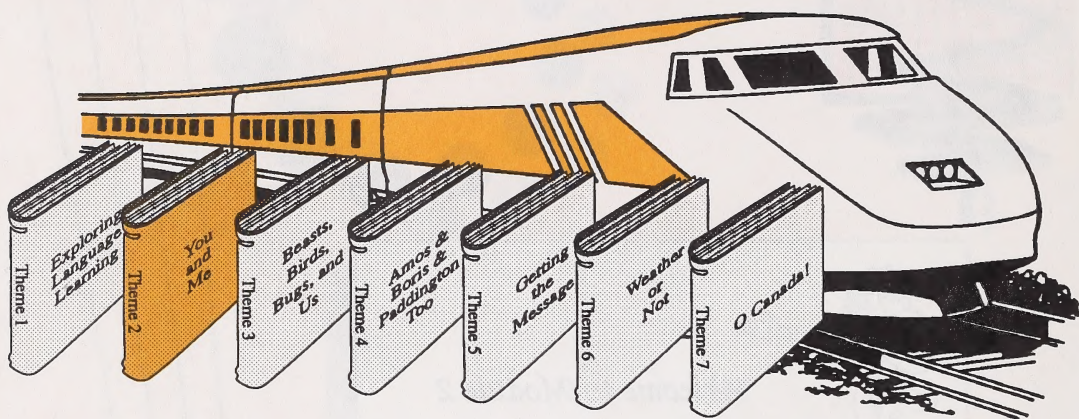
*In Module 2 you will begin to study the theme **You and Me**.*

To make your learning a bit easier, a teacher will help guide you through the materials.

So whenever you see this icon,



turn on your audiocassette player and listen to the companion audio program for Module 2.



Language Learning Level 5 has seven themes. The theme *You and Me* is in three modules.



Contents



OVERVIEW OF THE THEME	1
Activity 1: Feelings About Special People	2
Activity 2: Personal Reading	3
MODULE 2	5
Evaluation	6
Section 1: Feelings About Friends	7
Getting Ready	
Activity 1: What Is a Friend?	8
Exploring	
Activity 2: Having Discussions – “Feelings About Friends”	10
Activity 3: Brainstorming	14
Taking Off	
Activity 4: Solving Problems With Friends	16
Section 2: Recognizing Feelings	19
Getting Ready	
Activity 1: Feelings	20
Exploring	
Activity 2: Reading Photographs – “Click”	22
Taking Off	
Activity 3: Stories from Photographs	24
Activity 4: Reading Cartoon Stories	25

Section 3: Sharing Feelings 29

Getting Ready

Activity 1: Ways to Feel Better 30

Exploring

Activity 2: “With My Foot in My Mouth” 31

Activity 3: “Janey” 33

Activity 4: Punctuation Cues 35

Taking Off

Activity 5: Writing a Poem 37

Activity 6: Keeping in Touch – Friendly Letters 39

Module Follow Up 43

Extra Help

Activity 1: Discussions 44

Activity 2: Recognizing Feelings 45

Activity 3: Using Punctuation to Signal Pauses 47

Enrichment

Activity 4: Making a Speech 49

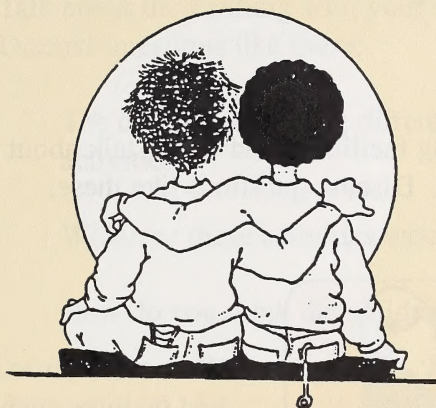
Activity 5: Doing Mime 50

Activity 6: Keeping a Diary 51

Module Conclusion 53

Module 2 Assignments 53

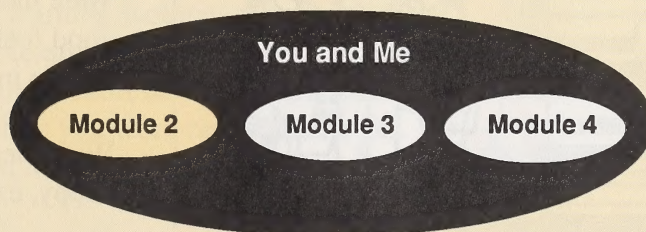
OVERVIEW OF THE THEME



You and Me

The children in the drawing are probably best friends. Do you have a best friend? Do you have grown-up friends? Are family members your friends?

This theme will explore ideas and feelings about the special people in your life – your friends and family members. You will study the theme *You and Me* in modules 2 to 4.



To begin thinking about the theme *You and Me* do the following activities.

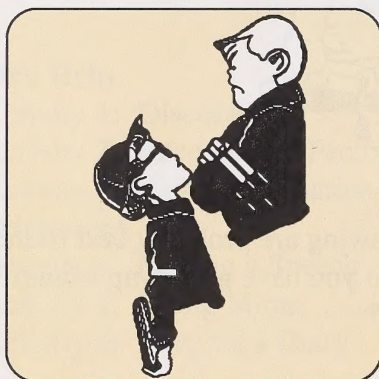
Activity 1: Feelings About Special People



The title for this theme comes from a poem by Letta Ellief. Read the poem “You and Me” on page 5 in *Springboards 4*.



With your learning facilitator and others talk about the poem and your own friends. Discuss questions like these:



- Were there times when you had bad feelings about the special people in your life?
- Were there times when you were angry, sad, or disappointed?



- Were there times when you had good feelings about the special people in your life?
- Were there times when you were happy, excited, or comforted?

You have known most of the special people in your life for a long time so you have probably developed strong feelings for them.



In *Tickle the Sun* the theme *You and Me* is introduced by part of a painting. Look at “Detail of *Playground*” on page 9 in *Tickle the Sun*. Then turn to page 416 to find a picture of the entire painting.



Talk about the painting with your learning facilitator and others. Discuss questions like these:

- The children are doing different activities. What are these activities?
- Which of these activities would you like to do? Why?
- How do you think the children in the painting feel? Why?



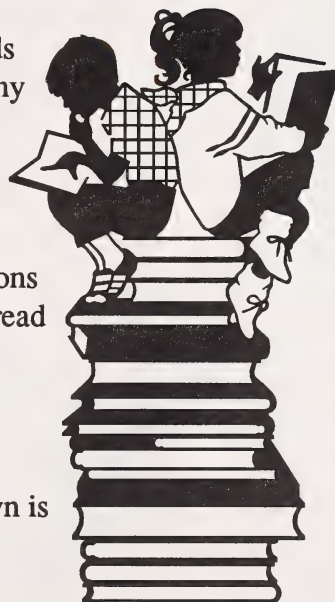
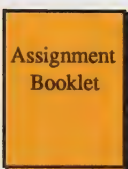
Activity 2: Personal Reading

The theme of modules 2 to 4 is *You and Me*. You will read several selections in your textbooks about relationships with friends and family members. There are also many other short stories, poems, and novels available on this theme.

Ask librarians, friends, family members, and your learning facilitator for suggestions of good literature on this theme. Try to read some of these short stories, poems, and novels while you work on the theme *You and Me* in modules 2 to 4.

Whatever you choose to read on your own is called your **personal reading**.

You should keep a list of your personal reading in the assignment booklet for each module.



MODULE 2

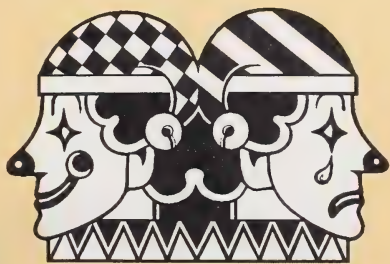
Module 2 contains three sections:

**Section 1:
Feelings About
Friends**

**Section 2:
Recognizing
Feelings**

**Section 3:
Expressing
Feelings**

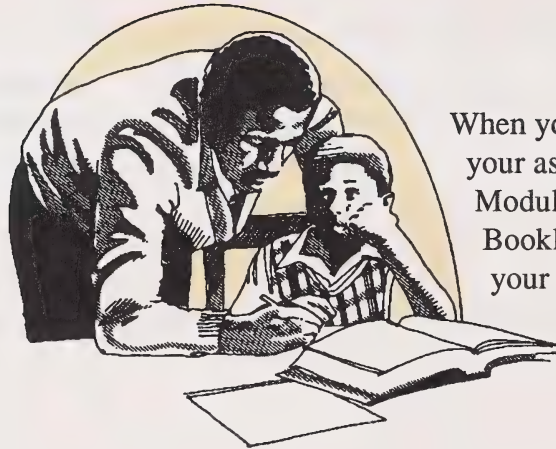
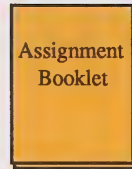
It also contains a Module Follow Up and a Module Conclusion.





Evaluation

When you have completed the activities in this module, you will be asked to work in your Module 2 Assignment Booklet.



When you have completed all your assignments in your Module 2 Assignment Booklet, share them with your teacher.

When you get the assignment booklet back from your teacher, be sure to read the comments and discuss your progress with your learning facilitator.

1

Feelings About Friends



What do you think these children were doing before the photograph was taken? What do you think they will do next?

Are these children friends? How do you think they feel about each other? Do you think they are always happy when they are together?



In this section you will think about what a friend is, what friends do, and what friends like and dislike about each other. You will discuss problems with friends and brainstorm solutions.



Getting Ready

Activity 1: What Is a Friend?

Think about your friends and complete the following sentences.

1. A friend is somebody who _____

2. My friends and I like to _____

3. I feel good when my friends _____

4. I feel bad when my friends _____



Listen to the poem “Feeling Good, Feeling Bad” on your companion audiocassette.



Talk about the poem with your learning facilitator and others. You could talk about questions like these:

- How did the friends feel in the first part of the poem? Why?
- How did the friends feel in the second part of the poem? Why?
- How did the friends feel in the last part of the poem? Why?
- Have you had similar experiences with your friends? Give examples and talk about these experiences.





Exploring



Activity 2: Having Discussions – “Feelings About Friends”

Everyone can have both good and bad feelings about friends.



Turn to pages 8 and 9 of *Springboards 4* and read the comments of some children who are discussing feelings about friends.



Have you had similar feelings and experiences? Talk about these feelings and experiences with your learning facilitator and others.

Then talk about how the children expressed their ideas about friends.

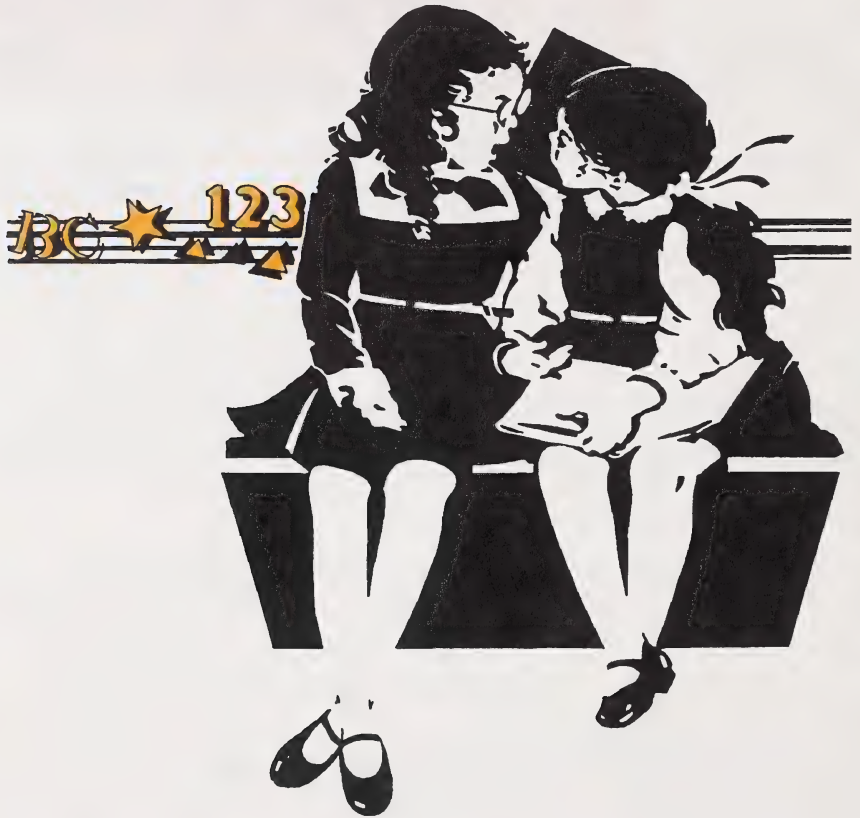
- Did every child have something to say?
- Did they all speak on the topic of feelings about friends?
- Did the children seem to pay close attention to the child who was speaking?
- Did you think the children got ideas from what others said?
- Do you think the children took turns talking? Did anyone interrupt the person who was speaking?

Discuss the rules speakers and listeners need to follow in a discussion.

Use your ideas to complete this chart.

Rules for Good Discussion	
Speakers	Listeners

It is a good idea to record and organize your discussion ideas. You can do this by choosing a person to jot down the ideas during the discussion. Afterwards the recorder or group can look at the jot notes to find the main ideas. Then the main ideas can be organized under headings in a web or a chart.



Organize the ideas from “Feelings About Friends” in *Springboards 4* in the chart on the following page.



Discuss the chart and talk about other categories you could use to organize the ideas.

Feelings About Friends				
Friends	Best Friends	School Friends	Mean Friends	Funny Friends



Activity 3: Brainstorming

In this section you have explored how you can share your ideas about topics through discussion.

To get more ideas about a topic or to solve a problem you can brainstorm. Here is an example of brainstorming to solve a problem.

Paul's problem: Tim is always late and Paul has to wait for him.

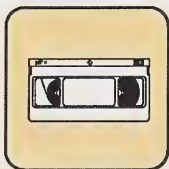
The members of Paul's family suggest solutions to the problem as they sit around the dinner table.



Have you ever brainstormed with your family or friends to solve problems?

To learn more about using brainstorming to solve problems do either Part A or Part B.

Part A



Watch the fifteen-minute video *THINKABOUT: Finding Alternatives – Brainstorming* to see how some students try to solve a problem in their school. Think about the following questions as you watch the video.

- What is the problem?
- How did the recorder jot down the ideas? What other ways could they have kept track of their ideas?
- Into which two categories did the students organize their ideas?
- What solutions did the students come up with to solve the problem?



Talk about your answers and the brainstorming process with your learning facilitator and others.

Part B

When you brainstorm, you try to suggest every possible idea you can think of on a topic. You do not comment on any of the ideas or judge whether they are good or bad.

Brainstorming can be done alone. But it is easier to brainstorm with a group because you can build on the ideas of others.

During a brainstorming session someone should act as a recorder. The recorder jots down the ideas as they are given. The ideas should be written as briefly and simply as possible.

Another way of keeping track of your ideas is to record your brainstorming session. Then you can make notes when you listen to the audiocassette.

When as many ideas as possible have been suggested, they can be organized into categories. Then the group members can discuss the ideas to decide which ones are most useful.



Talk about the brainstorming process with your learning facilitator and others. Also discuss ways the recorder should jot down the ideas.



Taking Off



Activity 4: Solving Problems With Friends

Note: You may choose to include your work for this activity with your assignment booklet. For this reason you should record your discussion and brainstorming for this activity.



Most of the time friends get along very well together.

However, occasionally a friend may do something that bothers you.



With one or more people discuss problems with friends. Think of the problems you may be having with friends now or problems you have had in the past. Remember to use the rules of good discussion.

Jot down the problems that are mentioned. Then choose one of these problems to discuss further.

Brainstorm ways to solve the problem that was chosen. When you have a list of ideas, organize them in a way that will help you decide which solutions would be most helpful.

Note: If you choose this taking-off activity for your assignment booklet, include the written information showing how you organized your ideas.

Recognizing Feelings

2



How do these children feel? How do you know? What facial expressions and gestures give you clues?

In this section you will learn to recognize many kinds of feelings by exploring facial expressions and body language.





Getting Ready

Activity 1: Feelings

In the poem “You and Me” on page 5 of *Springboards 4* the author says we experience all kinds of feelings.

List some feelings or emotions you have experienced.

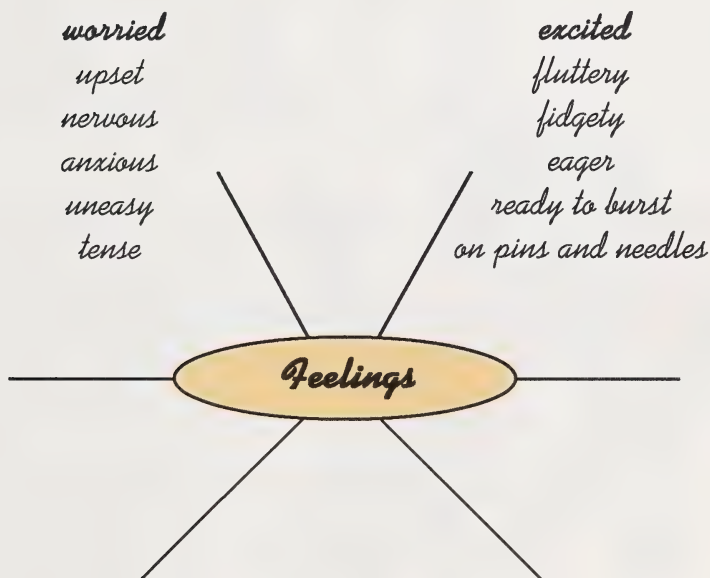
A large rectangular frame with a decorative Greek key border. The word "Feelings" is written in bold black text in the center of the frame.

Share your list of emotions with your learning facilitator and others. Then brainstorm to add more feelings to the list.

Use a web to organize the feeling words.

Begin by finding words on your list that describe the same feeling. For example, *upset*, *nervous*, *anxious*, *uneasy*, and *tense* describe the same feeling as *worried*. *Fluttery*, *fidgety*, *eager*, *ready to burst*, and *on pins and needles* are other ways of describing the feeling of being excited.

You could start your feelings web like this.



If you have only one word for any one feeling, brainstorm to find other words that mean the same.



Exploring



Activity 2: Reading Photographs – “Click”

Faces can display many feelings. To recognize the feelings you read the visual cues or signals given by the parts of the face – mainly the eyebrows, eyes, and mouth.



Look at the faces in each of the photographs on pages 6 and 7 of *Springboards 4*.

What feelings or emotions are shown on the faces in each photograph?

1. page 6 – top _____
2. page 6 – middle _____
3. page 6 – bottom _____
4. page 7 – top _____
5. page 7 – bottom _____
6. large background photograph with balloons _____



With your learning facilitator and others talk about your answers and how you know which emotion is being expressed in each photograph.

Facial expressions are an important way of showing feelings. But there are other ways to recognize people's feelings.



Look at the large background photograph on pages 6 to 7 of *Springboards 4* again. You can tell that the two girls are happy and excited just by looking at their facial expressions. But there are other clues.

The girls are jumping in the air with their arms raised and hair flying. Those actions certainly add to the feelings of happiness and excitement. Body actions that help to show a person's feelings are called **body language**.

Notice the balloons behind the girls. Balloons make us think of parties, so they suggest a reason for the girls' happiness and excitement.

Photographers sometimes include objects in their photographs to help us recognize feelings.



Talk with your learning facilitator and others about how body language and objects help to show feelings in the small photographs on pages 6 and 7 of *Springboards 4*.



Taking Off



Activity 3: Stories from Photographs



Photographs are like frozen moments in time. Maybe you have wondered what led to some of the moments shown on pages 6 and 7 of *Springboards 4*, or what followed these moments. For example, why is the blonde girl on page 6 crying? How long has the boy on page 7 been working on the puzzle? Is he frustrated? Will he give up?

1. Look at the photograph on pages 6 and 7 of *Springboards 4* and use your imagination. Choose a photograph that strongly suggests a story to you, and list some ideas for that story.



Talk about the photograph and your story ideas with your learning facilitator and others. If you discover other interesting ideas, add them to your list.

2. Use your ideas about the photograph to write a story.

Share your story with your learning facilitator and others. You may wish to include this story in your assignment booklet.



Activity 4: Reading Cartoon Stories

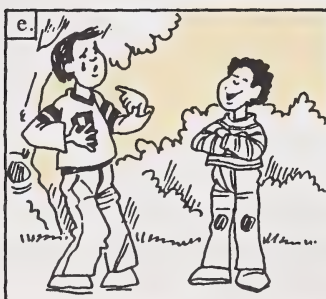
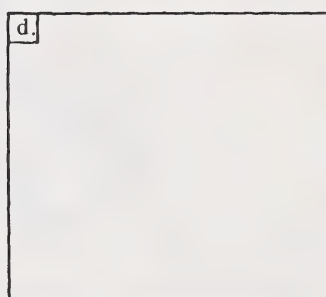
You have been looking at photographs that show feelings. Cartoons also show feelings.



Do **one** of the following.

1. a. In newspapers or magazines find cartoons which show a variety of feelings or emotions. Display the cartoons on a bulletin board or wall.
- b. Draw some cartoons of your own that show feelings. You may wish to include the cartoons you have drawn with your assignment booklet for the module.

2. Cartoons may be drawn without words. To understand the story you need to read the facial expressions and body language of the cartoon characters. You may also need to pay close attention to the details in the background. Study the following cartoon.



¹ Ginn and Company for the cartoon from *Journeys, Activity Book 4*, written by J. Tuinman, M. Neuman, and S. Rich. Reprinted by permission of the Canadian publishers Ginn and Company, a Division of Gulf and Western (Canada) Limited, Toronto, Ontario.

- a. What is happening in the missing part of the cartoon?

- b. Draw the missing part of the cartoon.



- c. Retell the entire cartoon story to your learning facilitator and others. Record your storytelling on tape.

You may wish to include your drawing and your recording of the cartoon story with the assignment booklet for this module.

Sharing Feelings

3



This boy is laughing with a friend. It is good to have someone with whom to share your feelings.

When something wonderful or something awful happens, do you want to tell a friend? Are you interested in hearing about your friend's feelings?



In this section you will explore two ways that feelings can be expressed – poems and friendly letters.



Getting Ready

Activity 1: Ways to Feel Better

Vicki is getting ready to go to a movie with her friends. But when she goes to her closet to get her favourite sweater, it is gone. She clenches her fist and fumes, “Caitlan has borrowed it again without asking! I’m so angry I don’t know what to do!”



Dan is really feeling down. He has fallen several times while skating. His shoulders slump and he mutters, “I am so embarrassed. I hate skating. There’s no use trying anymore.”

Have you ever felt like Vicki or Dan? What can you do to feel better when you are angry or disappointed?



With your learning facilitator and others brainstorm and discuss ways to deal with these strong feelings.



Exploring

Activity 2: “With My Foot in My Mouth”



One way to deal with strong feelings is to talk with a friend. You can often be very honest with a close friend and talk about feelings that you probably would not talk about with most people. But sometimes you “put your foot in your mouth.” What does this expression mean?



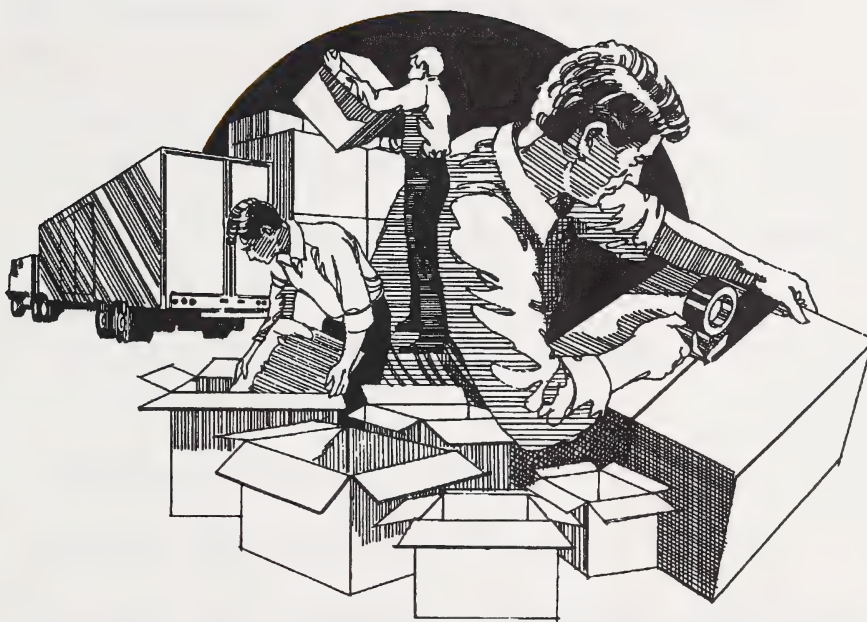
Listen to the poem “With My Foot in My Mouth”. It is on page 26 of *Tickle the Sun* if you wish to read along silently as you listen.



Discuss the poem with your learning facilitator and others. Talk about questions like these:

- Why is “With My Foot in My Mouth” a good title for the poem?
 - What did the person who made the speech like about the friend?
 - Which reasons for liking the friend were funny? Which reasons were serious?
 - What did the friend do during the speech? How do you think the friend felt during the speech?
 - How did the person making the speech feel? How do you know?
 - Which lines in the poem tell you that the speaker shares secrets or private feelings with the other person?
 - The poem does not tell who is speaking or listening. Do you think the person making the speech is a boy or a girl? Why?
- To whom is the person speaking – a boy or a girl? Why do you think so?
- Would you like to have the speaker as a pal? Why? Would you like to have the listener as a friend? Why?
 - Which is your favourite stanza in the poem? Why do you like it? (A **stanza** is a group of lines in a poem. The lines are usually arranged in a particular pattern. A stanza is sometimes called a verse.)
 - What do you notice about the way Dennis Lee wrote the poem? Look at the rhyme pattern and the length of each line and stanza. Why do you think Dennis Lee wrote the poem in this way?

Activity 3: “Janey”



With your learning facilitator and others discuss these questions:

- How do you think the speaker in “With My Foot in My Mouth” would feel if the friend moved away?
- How would you feel if your best friend moved away?
- What would you miss most about your friend?
- How could you make yourself feel better?



One way you could express your feelings is by writing a song or poem. “Janey” is an example. Listen to the poem “Janey” on your companion audiocassette. As you listen, close your eyes and try to imagine the word pictures.

Choose one of the memories described in the poem and draw the scene as you imagined it.



Turn to pages 15, 16, and 17 of *Springboards 4* and look at the illustrations. This is how one illustrator imagined the scenes the poet has described.



Talk about the illustrations with your learning facilitator and others. Discuss which memory each picture shows.

Did you visualize the memories the way the illustrator did? People may imagine the same word pictures in many different ways. If you are working with others, compare the drawings you have made.



Now talk about the poem “Janey” and compare it to “With My Foot in My Mouth.” Discuss questions like these:

- How does the speaker feel in “With My Foot in My Mouth”? How does the writer feel in “Janey”?
- Would you rather express your feelings about a friend in person or in writing? Why?
- What is the mood of each poem?
- In what other ways do the poems differ?

Did you notice that in “Janey” the number of lines in each stanza varies? There is not a regular rhyme pattern as there is in “With My Foot in My Mouth.” Poems like “Janey” are called **free verse**.



Activity 4: Punctuation Cues

Read “With My Foot in My Mouth” on page 26 of *Tickle the Sun* silently as you listen to the poem being read on the companion audiocassette. Think about these questions:



- Where does the reader pause?
- What are the reasons for the reader’s pauses?
- Why are some pauses shorter or longer than others?

Practise reading “With My Foot in My Mouth” aloud. Use the punctuation marks to help you decide where to pause.



Now read “Janey” on page 15 of *Springboards 4* silently as you listen to the poem being read on the companion audiocassette. Think about these questions:

- Where does the reader pause?
- Are the pauses only at punctuation marks?
- What are other reasons, besides punctuation marks, for the reader’s pauses?



If the sentences in “Janey” were written in paragraphs instead of stanzas, commas would be used to show pauses. With your learning facilitator and others discuss where the commas would be put.

Talk about how you can use commas to show pauses in your own writing.



Taking Off



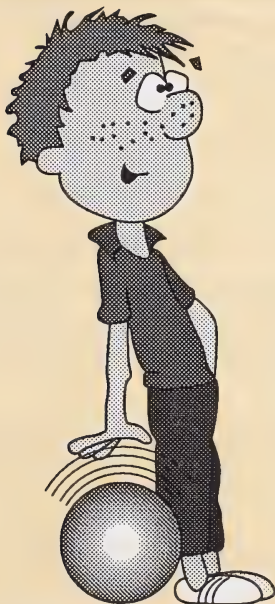
Activity 5: Writing a Poem

It can be fun to try to imitate a poem you have read, continue the poem, change the poem's ending, or write another poem on the same topic.

In this activity you will write a poem. The poem does not need to rhyme.

Do **one** of the following.

1. Pretend you are the friend who is listening to the speaker in "With My Foot in My Mouth." Write a short poem as a reply to the speaker. You may want to imitate the pattern used by Dennis Lee as these two do:



I'm glad you came
To call today,
And I'm really glad
You feel that way.

Now let's get out
My model train.
This mushy stuff
Could rot my brain.

2. Pretend you are Janey and write a poem replying to her friend.



3. Write a poem to your friend telling about special memories you have of your friendship.

Share your poem with your learning facilitator and others. Their suggestions may give you ideas for editing and revising your poem. When you proofread, be sure to check that the punctuation shows where you want your readers to pause.

You may wish to include your poem in the assignment booklet for this module.

Note: You may wish to write other poems as self-selected activities.



Activity 6: Keeping in Touch – Friendly Letters

The writer in “Janey” could have written about her feelings and memories in a letter. Friendly letters are good ways to keep in touch.

In this activity you will write your own letter to a friend or relative who lives in another place.



1. Begin by listing or webbing your prewriting ideas.
2. Next review the parts of a friendly letter in your *Elementary Language Learning Handbook* .
3. Then write your first draft of the letter.

[illegible]

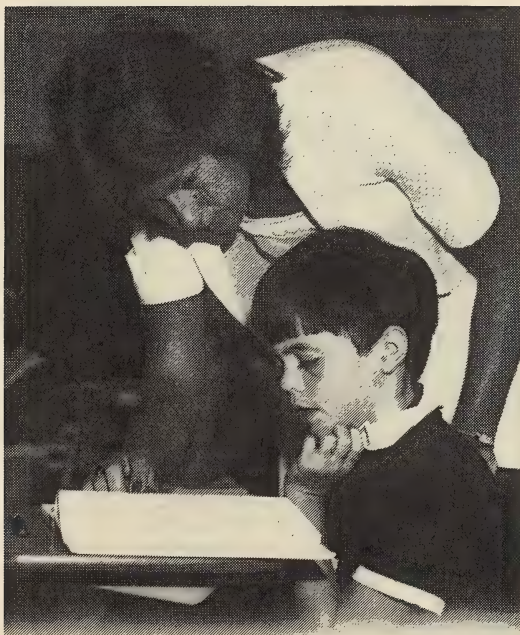
4. Edit and revise your letter until it is just the way you want it.

5. Proofread your letter carefully. Pay attention to the capitalization, punctuation, and positions of the letter parts.



Talk about your letter to your learning facilitator. Then mail your letter to your friend or relative. The *Elementary Language Learning Handbook* has information about how you should address the envelope and fold the letter.

Module Follow Up



Do you need more help or practice with these skills from Module 2?

- recognizing feelings by discussing
- reading people's facial expressions and body language
- using punctuation to signal pauses

Would you like to extend some of the ideas from Module 2 by doing these activities?

- making a speech
- doing mime
- keeping a diary



Talk to your learning facilitator about which Extra Help and Enrichment activities you should do.



Extra Help



Activity 1: Discussions

In Section 1 you learned about the rules for good discussion and you practised discussing. Remember that in a discussion both the speaker and the listener are important. People should take turns speaking and listening.

Listen to the two discussions on the companion audiocassette. Why was the second discussion better? Give reasons.

[illegible]

Discuss the reasons with your learning facilitator and others.



Activity 2: Recognizing Feelings

In Section 2 you learned that you could read faces to recognize feelings.

Eyebrows play an important role in expressing feelings. Notice how the eyebrows change in these expressions.



Puzzled



Happy



Questioning



Sad



Tired



Impatient



Angry



Worried



Bored



Frightened

Eyes play an important role in expressing feelings. Notice how the eyes change in these expressions.



Disgusted



Laughing



Sad



Bored



Tired



Sleepy



Surprised



Frightened

The mouth is a very important part of an expression. Notice how the mouth changes in these expressions.



Puzzled



Crafty



Laughing



Angry



Surprised



Yelling



Happy



Sad

Try to show the different feelings described in this activity as you look in a mirror. Study how your face changes as you make the different facial expressions. Pay close attention to your eyebrows, eyes, and mouth.



PHOTO SEARCH LTD.



Activity 3: Using Punctuation to Signal Pauses

In Section 3 you learned that punctuation marks signal pauses to the reader.

A comma indicates a short pause. A period, question mark, or exclamation mark shows the end of a sentence and a longer pause.



“For Laura” on page 28 of *Tickle the Sun* is another poem that recalls memories and expresses feelings to a friend who is far away.



Read “For Laura” and think about how the person who is writing the letter feels. Then practise reading “For Laura” aloud. Use the punctuation marks as cues to help you know where to pause.

When you are ready, read the poem to your learning facilitator and others. You may want to ask for comments and suggestions.

You may want to record your reading and include the audiocassette with your assignment booklet for this module.





Enrichment

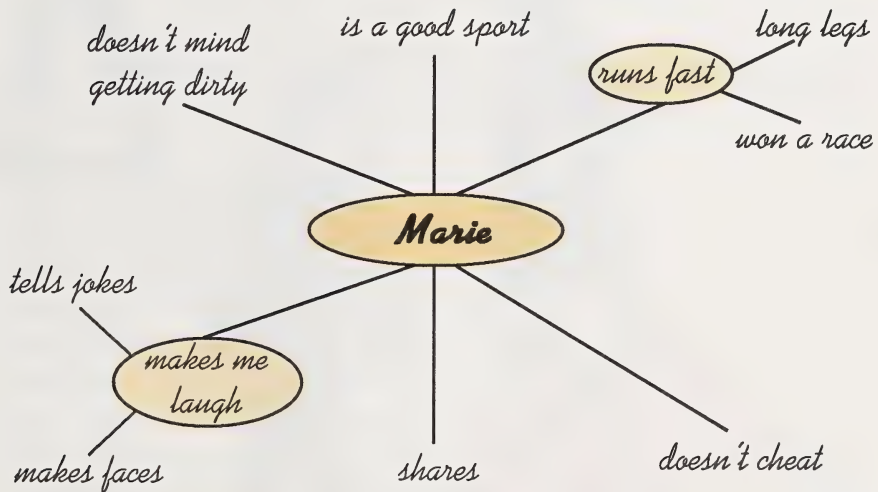


Activity 4: Making a Speech

In Section 1 you discussed friends and the feelings friends experience. In Section 3 you read a speech a child made to tell a close friend why their friendship is important.

Think about what you might tell a friend if you wanted to say “I like you because...”

Organize your ideas of the things you like about your friend on a web. Here is an example:



Use your web to make a speech about your best friend. Tell what you like about your friend. Record the speech if you wish.

Share the speech with your learning facilitator and your friend.

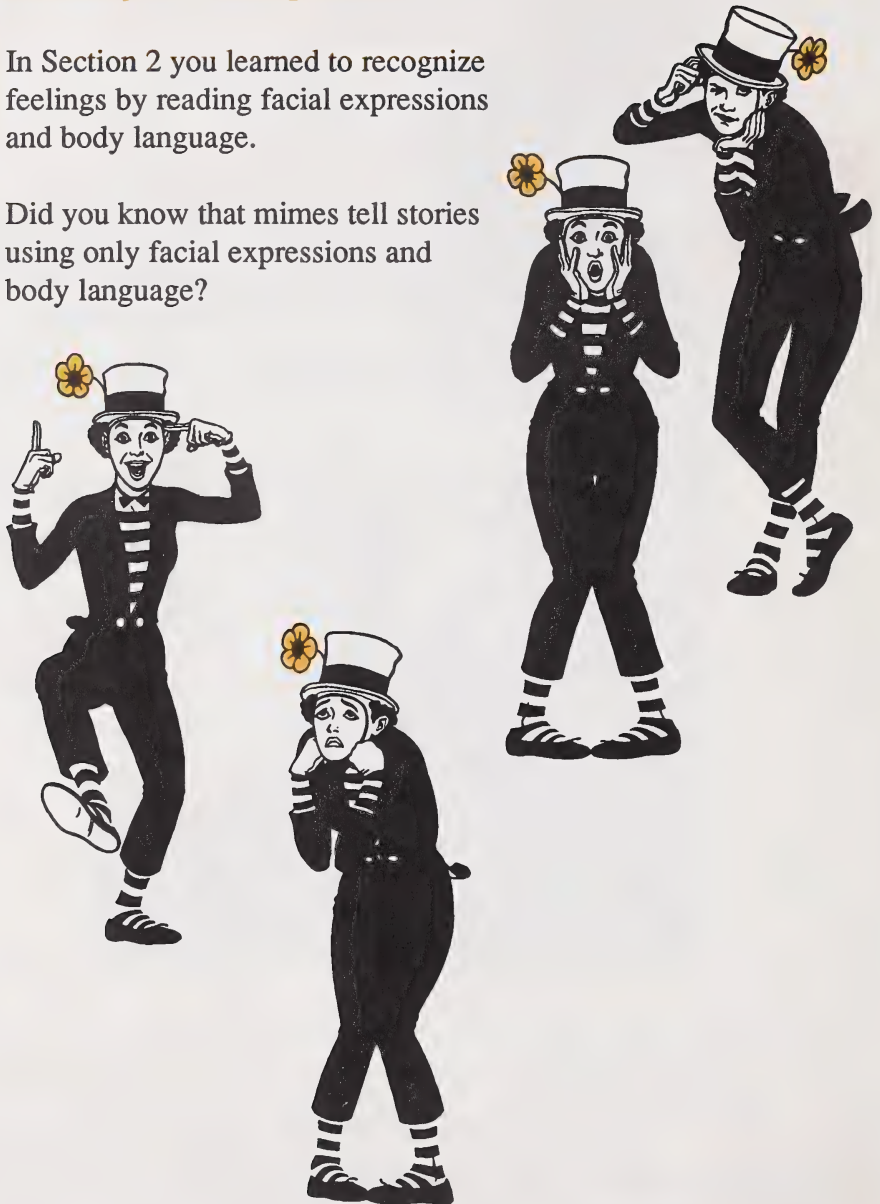
You may wish to include the speech in the assignment booklet for this module.



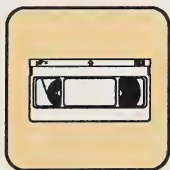
Activity 5: Doing Mime

In Section 2 you learned to recognize feelings by reading facial expressions and body language.

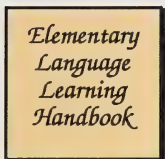
Did you know that mimes tell stories using only facial expressions and body language?



Famous people like Charlie Chaplin and Buster Keaton also told stories without using words. Have you ever seen one of their silent movies?



Watch the video *THE WORDSHOP: Character Playing* to learn about mime or read about mime in the *Elementary Language Learning Handbook*.



Then mime a simple story using only facial expressions and body language. You may want to ask others to perform with you. Fairy tales like "Little Red Riding Hood" and "The Three Bears" may be good choices. Videotape the play if you wish.



Share the play with your learning facilitator and others.

You may wish to include your videotaped performance with your assignment booklet for this module.



Activity 6: Keeping a Diary

Many people keep a diary to express their thoughts and private feelings. You can do some diary writing of your own.

Read about diaries in the *Elementary Language Learning Handbook*. Then try keeping a diary for a week. The entries do not have to be long. They might only take a few minutes each day. You should try to express some personal feelings, but you can also write about your daily activities or anything else that interests you.



After one week discuss your diary writing experience with your learning facilitator and others. Whether or not you show what you have written in your diary is up to you, of course.

Module Conclusion

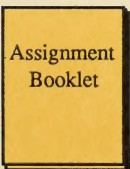


In this module you talked about friends and problems with friends. You learned to recognize feelings by reading facial expressions and body language of people. You read about the feelings friends expressed in various ways.



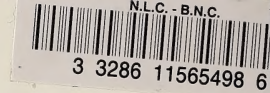
Assignment

Now you are ready to share what you have learned in Module 2 with your teacher.



MODULE 2 ASSIGNMENTS

Turn to your Assignment Booklet and do the assignments for this section.



Language Learning Level 5 is available in themes or complete packages. Individual booklets cannot be purchased separately.

